Accommodations Toolkit

Color Contrast: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **color contrast** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO)[1]. The toolkit also contains a summary of the research literature on color contrast (/nceo/accommodations-toolkit/color-contrast-research) .

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations[2]. Figure 1 summarizes how states included color contrast in their accessibility policies for students with disabilities in 2023. Figure 2 summarizes how states included color contrast in their accessibility policies for English learners in 2023. Table 1 shows how color contrast was included in the policies, while Table 2 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Students with Disabilities for Color Contrast, 2023

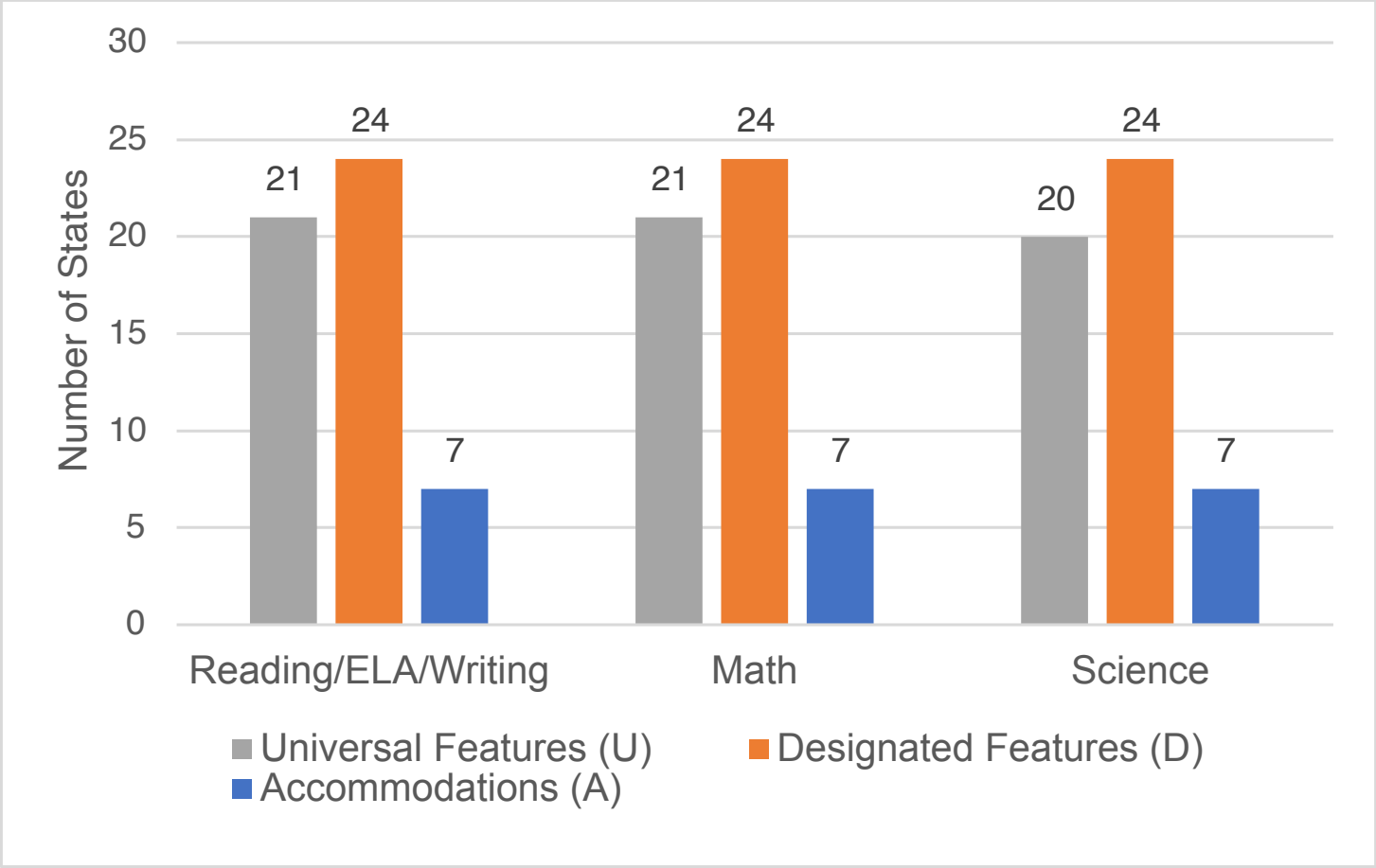

Figure 2. States' Accessibility Policies for English Learners for Color Contrast, 2023

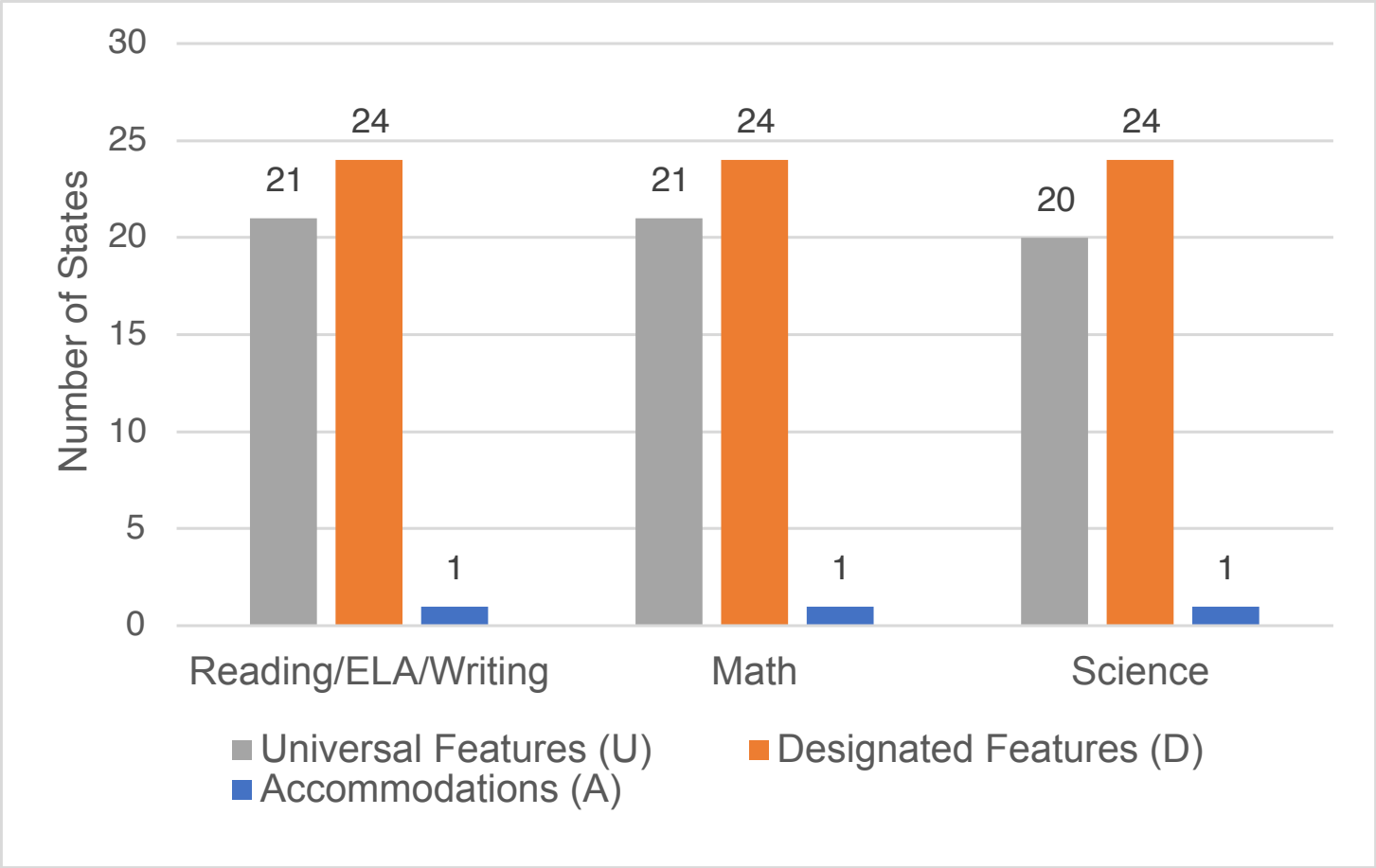

Table 1. Accommodations Policies for Color Contrast by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Reading/ELA/Writing			Math	
	U	D	A	U	
Alabama	X			X	
Alaska	X			X	
Arizona	X			X	
Arkansas	X	X		X	
California		X			
Colorado		X			
Connecticut		X			
Delaware		X			
District of Columbia	X			X	

Florida			SD		
Georgia			SD		
Hawaii		X			X
Idaho		X			X
Illinois	X			X	
Indiana		X			X
Iowa		X			X
Kansas		X			X
Kentucky	X			X	
Louisiana	X			X	
Maine	X			X	
Maryland		X			X
Massachusetts	X			X	
Michigan		X			X

Minnesota	X			X	
Mississippi	X			X	
Missouri	X			X	
Montana		X			X
Nebraska	X			X	
Nevada		X			X
New Hampshire		X			X
New Jersey	X			X	
New Mexico	X			X	
New York			SD		
North Carolina		X			X
North Dakota		X			X
Ohio		X			X

Oklahoma			SD		
Oregon		X			X
Pennsylvania			SD		
Rhode Island	X			X	
South Carolina	X			X	
South Dakota		X			X
Tennessee	X			X	
Texas	X			X	
Utah	X			X	
Vermont		X			X
Virginia			SD		
Washington		X			X
West Virginia			SD, E		

Wisconsin		X			
Wyoming		X			
Total (Students with Disabilities)	21	24	7	21	
Total (English Learners)	21	24	1	21	

Note: Blank cell = no policy found

Table 2. Details and Specifications: States' Color Contrast Accessibility Policies

State	Details/Specifications
Alabama	**Universal Feature:** Color Contrast/Color Overlay, Color Filter, High/Low Contrast: A tool used to change the text and background color or the contrast between the text and the background color. Students have the ability to adjust the contrast between the background and text. May be used for students with visual impairments who experience eye fatigue when reading black text on a white background.
Alaska	**Universal Feature (ELA, Math):** Color Overlay: Changes the background color behind text, graphics, and response areas. **Universal Feature (Science):** Color Contrast/Reverse Contrast: Student may choose from options to change background color and text. Shows a variety of color contrasting options for students to choose during the test.
Arizona	**Universal Feature:** Using different contrast settings (for CBT) or color overlays. Contrast: Allows the student to change the background and text color based on need or preference. The Contrast setting will not change images or artwork. The options are: • White background with black text • Cream background with black text • Light blue background with black text • Black background with white text • Light magenta background with black text • Blue background with yellow text

Arkansas	**Universal Feature (Computer-Based):** Color Contrast/Overlay: Ability to adjust the contrast between the background and text • Examinees may select from preset text and background combinations. • Examinees may use color overlays to adjust the contrast in the test booklet. Testing Recommended Usage: Examinees with visual impairments or examinees who experience eye fatigue when reading black text on a white background. **Designated Feature (Paper-Based):** Color Contrast/Overlay: Ability to adjust the contrast between the background and text • Examinees may select from preset text and background combinations. • Examinees may use color overlays to adjust the contrast in the test booklet. Testing Recommended Usage: Examinees with visual impairments or examinees who experience eye fatigue when reading black text on a white background. Notes: Overlays provided by examinee must be inspected prior to testing and post testing to ensure there is no writing on the overlay.
California	**Designated Feature:** Color Contrast: A student can adjust the screen background or font color on an electronic device on the basis of the student's need or preference. This may include reversing the colors for the entire interface or choosing the color of font and background. Color Overlay: A student with attention difficulties or with visual impairments or other print disabilities (including learning disabilities) can use this resource to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs. This resource is for PPTs only. Because the alternate assessments are administered in a one-on-one setting, this resource is not applicable to the CAAs or Alternate ELPAC.

Colorado	**Accessibility Feature (Designated Feature):** Color Contrast (Computer-Based): Enables students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background: Black on White; Red on White; White on Red; Yellow on Blue; Medium Gray on Light Gray; Yellow on Black; Reverse Contrast and Black on Rose. This support requires the Special Documented Accommodation Print on Demand feature and allows the test content of online items to be printed locally with two different colors. Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be consistent with the color the student accesses during instruction. Color Overlay (Paper-Based): Color transparencies are placed over a paper-provided assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The color overlay requires the Special Documented Accommodation, Print on Demand or a Large Print Test Booklet. Choice of color should be informed by evidence of those colors that meet the student's needs during instruction.
Delaware	**Designated Feature:** Color Contrast: Test content of online items may be printed (using Print on request) with different colors. Color Overlays: Color transparencies are placed over a paper-based assessment. Color Choices/Contrast (indicate choice): Enable students to adjust screen background or font color based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. The test administrator must set this in the TA interface.
District of Columbia	**Universal Feature:** Color Contrast (Background/Font Color): Alternate on-screen background or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, "Change the background and foreground color" in the user drop-down menu.

Florida	**Accommodation (Students with Disabilities):** Colored transparencies/overlays may be used. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.
Hawaii	**Designated Feature (Computer-Based):** Color Contrast: Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs. **Designated Feature (Paper-Based):** Color Contrast: Test content of online items may be printed with different colors. Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs. Color Overlays: Color transparencies are placed over a paper-based assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Idaho	**Designated Feature:** Color Contrast: Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.

Illinois	**Universal Feature (ELA, Math) (Computer-Based):** Color Contrast (Background/Font Color): Alternate on-screen background or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, "Change the background and foreground color" in the user drop-down menu. **Universal Feature (ELA, Math) (Paper-Based):** Colored Overlays: The student uses colored overlays when taking the assessment. The color is pre-selected and should match what is currently used during instruction.
Indiana	**Designated Feature:** Color Contrast: Sets the screen background and font colors to a setting other than default. TA selects color choices prior to testing. Available choices are: • Black on white (default) • Yellow (dark and light) • Blue (dark and light) • Magenta (dark and light) • Gray (dark and light) • Green (dark and light) • Yellow on blue • Reverse contrast • Medium gray on light gray • White on navy • White on red • Red on white • Yellow on black Color acetate film for paper assessment: Color transparencies that are placed over paper-based assessments.

Iowa	**Designated Feature:** Color Contrast: This feature offers a range of high-contrast foreground and background color settings and a low-contrast foreground and background color setting. If a student's foreground and background color preference is pre-loaded through the student registration/Personal Needs Profile (PNP) process, this setting will be enabled when the student begins on the start screen. The student may change the color contrast option or disable this feature during testing in the user drop-down menu. This feature may be beneficial to students with attention difficulties, print disabilities (including learning disabilities) and certain visual impairments. Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs. Color Overlays: The student may be provided with a semitransparent color overlay to position on top of printed test materials. This feature may be beneficial to students with attention difficulties, print disabilities (including learning disabilities) and certain visual impairments. This feature will only work for printed materials in black text on a white background.
Louisiana	**Universal Feature (Paper-Based):** Color Overlay: Before testing, students may be provided with the necessary overlay supplies. **Universal Feature (Computer-Based):** Contrasting Colors/ Reverse Colors: A variety of background colors and font colors are available to make test questions easier to read. To change the background or font color, students will click on the OPTIONS icon once logged into a test. There are three options available: • Color Choices: Changes the background color that appears behind all text and graphics • Contrasting Color: Changes both the background color and font color at the same time • Reverse Contrast: Reverses the text and background colors that are selected
Maine	**Universal Feature:** Color Contrast: This shows a variety of color contrasting options for students to choose from during the assessment.

Maryland	**Designated Feature:** Color Contrast (Background/Font Color): The student is able to adjust the text color and background color. Color Contrast, like other visual organizers, is a way for a student to maintain his or her focus on specific section of an assignment or on an assessment. Visual organizers may also be helpful to students who have difficulty with the acquisition, retrieval, or organization of learning. The use of such tools or strategies should be student initiated, rather than teacher initiated. During testing: Alternate on-screen background or font color is enabled based on need or preference.
Massachusetts	**Universal Feature (Computer-Based):** Color Contrast: The student can select a color combination for text and background. **Universal Feature (Paper-Based):** Colored overlays or tinted lens(es)
Michigan	**Designated Feature:** Color Choice: On the online test screen, the color chooser gives multiple background color options. Students with attention difficulties may need this support for viewing test content online. The color chooser also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision to utilize the color selection option for a student should be informed by evidence that color selections meet the student's needs. This feature must be enabled by the test coordinator or their designee for students to use it. Refer to the Test Administration Manual for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor can then assist the student at the beginning of testing session in selecting the appropriate color. Contrasting Color: The contrasting text option gives multiple background colors with contrasting text color options for the online test screen. Students with attention difficulties may need this support for viewing test content. It may also be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student should be informed by evidence that color selections meet the student's needs. Students must have this feature enabled for them by the test coordinator or their designee. Refer to the Test Administrator Manual for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor can then assist a student at the beginning of testing session in selecting the appropriate color.

Minnesota	**Universal Feature:** Classroom Materials (Color Overlays): Student uses classroom materials while testing; these should be provided to students who have used them in instructional or other assessment settings. Examples of low-vision aids are magnifying glasses, electronic magnifiers, cardboard cut-outs, and colored overlays. Tools in online assessments: Student uses tools or accessibility features available in the online test. Availability may vary based on the grade or subject/domain of the test. For MCA, available online tools include answer eliminator, highlighter, notepad, calculator, ruler, and straightedge. The following accessibility features are also available for all students: standard text-to-speech, magnifier, zoom, color contrast, line reader mask, answer masking, and white noise.
Mississippi	**Universal Feature:** Color contrast and color overlay.
Missouri	**Universal Feature:** Color Contrast – Online Testing: The INSIGHT student platform provides all students access to adjust background or font color based on student needs or preferences. Color Contrast – Paper Testing: All students taking the Paper Based assessment may have the test printed in different colors based on student needs or preferences. This tool must be chosen in the Portal under student accommodations prior to testing. Color Overlay: All students taking the Paper Based assessment may have a color transparency placed over the test presented to them based on student needs or preferences. This tool must be chosen in the Portal under student accommodations prior to testing.

Montana	**Designated Feature:** Color Choices: Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Available options include: Blue, Light blue, Black on cream, Gray, Light gray, Medium Gray on Light Gray, Green, Light green, Magenta, Light magenta, White on navy, White on red, Red on white, Yellow, Light yellow, Yellow on Blue; Yellow on black, and Reverse Contrast. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs. Color Contrast: Test content of online items may be printed with different colors. Students with attention difficulties may need this support to view test content. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs. Color Overlay: Color transparencies are placed over a paper-based assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Nebraska	**Universal Feature:** Color Contrast: Background color can be adjusted based on student's need. This is accessed based on the native functionality of the testing device and must be turned on by the test administrator prior to launching the testing software. Students with attention difficulties may need this feature for viewing test content. It may also be needed by some students with visual impairments or other print disabilities.

Nevada	**Designated Feature (Computer-Based):** Color Contrast: Enables students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs. **Designated Feature (Paper-Based):** Color Contrast: Test content of online items may be printed with different colors. Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs. Color Overlays: Color transparencies are placed over a paper-based assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
New Hampshire	**Designated Feature:** Color Contrast: Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs. Color Overlay: Color transparencies are placed over a paper-based assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

New Jersey	**Universal Feature:** Color Contrast (Background/Font Color): Alternate on-screen background or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, "Change the background and foreground color" in the user drop-down menu. Colored Overlays: The student uses colored overlays when taking the assessment. The color is pre-selected and should match what is currently used during instruction.
New Mexico	**Universal Feature:** Color Contrast/Overlay: For PBT, students may use color overlays when taking the test. When embedded in CBT, both font and background colors as well as contrast are modified.
New York	**Accommodation (Students with Disabilities):** Change print color/color contrast on paper test. Change print color/color contrast on computer-based tests.
North Carolina	**Designated Feature:** Alternate Background Color and Color Contrast: An online tool that changes background color to provide color contrast on the device's screen. The required Online Assessment Tutorial is used to determine a student's preferred alternate background color. Options for color contrast include a background of white, yellow, green, gray, or cream with black font, or a black background with white font. This tool must be preselected in the student interface questions (SIQ) in NCTest in order to be available at the time of testing. Color Acetate Overlays: A color acetate overlay can change background color to provide the student with higher contrast or glare reduction. A student may use only one color overlay for testing.
North Dakota	**Designated Feature:** Color Contrast: The learner is able to adjust the text color and screen background color based on the learner's need or preference. Color Overlays: Color transparencies are placed over paper-based materials.

Ohio	**Designated Feature:** Background/Font Color Choice: Alternate on-screen background and font color are enabled. • Black on light yellow • Black on light blue • Black on light magenta • White on black (inverted) • White on navy blue A note about color blindness: The Department follows accessibility color guidelines when developing test items. Items on state tests should not be color dependent. Graphs, maps, charts and other images may have color, but being able to distinguish the colors should not affect a student's ability to respond to a question. When using color-contrast options, the contrast may not transfer to some images or text in images. If a student comes to an item that they cannot answer, either because it is not universally accessible or the color contrast does not work properly, it is allowable for the test administrator to describe what needs to be explained to the student to be able to answer the question. Color Overlays: The student uses colored overlays when taking the assessment. The color should match what the student currently uses during instruction.
Oklahoma	**Accommodation (Students with Disabilities):** Color Contrast: Students who have a visual impairment may require this to access the computer screen. This accommodation option must be selected in the online testing client student profile.
Oregon	**Designated Feature:** Color Choices: Various color combinations may be applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen. The color option that will work best is specific to each student. Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs. Color Overlays: Color transparencies are placed over printed test materials or on the computer screen. Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities) may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.

Pennsylvania	**Accommodation (Students with Disabilities):** Color Overlay and Color Chooser/Contrast: Some students benefit from a color overlay, background, or contrast. SAC may allow student to view the front cover of the grade level answer booklet to determine if student can see the print before testing begins. • The test booklets are black-on-white printing and graphics • The answer booklet bubbles are in color-on-white printing ◦ Student may mark answers in the test booklet; the SAC transcribes verbatim the responses into matching answer booklet bubbles Background color and text color may be changed to make text more readable.
Rhode Island	**Universal Feature:** Color Contrast: The following text and background combinations are available in TIDE: • black text on white background (default) • black text on rose background • gray text on light gray background • yellow text on blue background • reverse contrast (white text on black background) Color Overlay (Non-Embedded): Students can use a color overlay of their choice.
South Carolina	**Universal Feature:** Colored Overlay: A tool that the student can use that changes the contrast between the text and the background color. • Online test: students can select this tool from menu • Paper/Pencil test: students can use full page or partial page semitransparent colored overlay (provided by the school), that is used during regular instruction.

South Dakota	**Designated Feature:** Color Contrast (Black on Rose, Medium Gray on Light Gray, Reverse Contrast, Yellow on Blue): Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs. Student should verify color choice by using the practice or training tests before the assessment. Color contrast (Contact SD DOE if printed copies are needed): Test content of online items may be printed with different colors (e.g. Print on Demand or paper/pencil assessment). Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs. Color Overlays: Color transparencies are placed over the computer screen or over a paper-based assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Tennessee	**Universal Feature:** Color Overlay: Test administrator provides student with access to colored overlays or turns on the accessibility feature in the testing platform.
Texas	**Accessibility Feature (Universal Feature):** Color Settings: Color settings for online tests and colored overlays for paper tests are used by some students to improve the processing of visual information.

Utah	**Universal Feature:** Color Adjustment: Some students with visual needs are better able to view information through color contrast. Students may alter the contrast in which content is presented via computer. Students may choose the font and background color combinations that help them perceive text-based content, including reverse contrast, such as white font on a black background. A color overlay changes the color of the entire page or screen. Lines and graphics are not affected by the color changes.
Vermont	**Designated Feature:** Color Overlays: Color transparencies may be provided locally for students taking the paper test who have attention difficulties, visual impairments, or print disabilities who use this support in classroom- based learning. Color Contrast: This causes the student to be presented with an extension selection page during the login process. The student is able to select from available third-party extensions to be downloaded and used during test delivery.
Virginia	**Accommodation (Students with Disabilities):** Color Overlays or Tinted Screens: A student may use one blank color overlay on paper or online tests. Tinted screens are also permitted on online tests. Before a color overlay or tinted screen is used, the Examiner and student must use practice tests to ensure that the overlay or screen does not obscure any shaded areas of the online test items.

Washington	**Designated Feature (Computer-Based):** Color Contrast: Allows the screen background or font color to be changed. This may include reversing the colors for the entire interface or choosing the color of font and background. Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may benefit from using the color contrast support for viewing test content. Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs. **Designated Feature (Paper-Based):** Color Contrast: Test content of online items may be printed with different colors using Print on Demand. Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may benefit from the color contrast support for viewing the test when digitally provided color contrasts do not meet their needs. Choice of colors should be informed by evidence of those colors that meet the student's needs. Color Overlays: Color transparencies are placed over a paper assessment. The science tests are printed in colors specifically chosen to help students with color blindness. Adding a color overlay to these test booklets may make it harder for students to understand the content. Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may benefit from the color overlays support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.

West Virginia	**Accommodation (Students with Disabilities):** Color Contrast (Embedded): Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Students with attention difficulties may need this accommodation for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs. Color Contrast (Non-Embedded): Test content of online items may be printed with different colors. Students with attention difficulties may need this accommodation for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this accommodation. Choice of colors should be informed by evidence of those colors that meet the student's needs. Color Overlays: Color transparencies are placed over a paper-based assessment. Students with attention difficulties may need this accommodation to view test content. This accommodation also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs. **Accommodation (English Learners):** High Color Contrast: The student can adjust the text color and screen background color based on the student's need. The color contrast options, in addition to the default black text on white background, include: • black text on yellow background • black text on light blue background • black text on light pink background • black text on green background; and • white text on black background. • Selection is made in the administration tool on the student screen. Students with attention difficulties may need this tool for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs. Color Overlay: The student is able to overlay a semi-transparent color onto paper-based test content. This tool only works with black text on white background.

Wisconsin	**Designated Feature:** Color Choices: The background color changes according to the color selected without changing the color of text, graphics or response areas. Students with attention difficulties, visual impairments, or other print disabilities may benefit from this support. Color supports should be informed by evidence that color selections meet the student's needs. Contrasting Color: Using color combinations that are in opposite positions on the color wheel, the font and background colors change according to the combination selected. Students with attention difficulties, visual impairments, or other print disabilities may benefit from this support. Color supports should be informed by evidence that color selections meet the student's needs. Reverse Contrast: All colors on the test page are displayed in the reverse (negative) color. Students with attention difficulties, visual impairments, or other print disabilities may benefit from this support. Color supports should be informed by evidence that color selections meet the student's needs. Color Overlay: A transparent colored sheet that is placed over a page of text or is affixed to a computer screen. Provides assistance to students who normally use this support when reading to reduce visual stress.

Wyoming	**Designated Feature:** Color Contrast (Black on White, Dark Blue, Light Blue, Light Green Reverse Contrast, Magenta, Medium Gray on Light Gray, Yellow on Blue): Enables teachers to adjust screen background or font color, based on individual student needs prior to approving entrance into a testing session. This may include reversing the colors for the entire interface or choosing the color of font and background. *This is selectable in TIDE or may be added prior to approving entrance into the assessment. Students may need this support for viewing test content. It also may be needed by some students with visual impairments, attention difficulties, or other print disabilities (including learning disabilities). Choice of colors should be informed by evaluative results or through trial-and-error prior to testing. The specific color(s) and for what subject(s) the student needs the color contrast support, should be determined by the team. Color Overlays: Color transparencies are placed over the assessment. (Paper and Online). Students may need this support to view test content comfortably or for an extended period of time. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs. The specific color(s) and for what subject(s) the student needs the color contrast support, should be determined by the team. Inverted Color: Test content of online items may be viewed with inverted colors. Not provided by the online testing platform and requires the use of permissive mode. Students may need this support for viewing the test when digitally-provided color contrasts do not meet their visual needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. The specific color(s) and for what subject(s) the student needs the color contrast support, should be determined by the team.

Footnotes

- **[1]**
  States' accessibility policies on color contrast were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites in June 2023.The information in the tables from each state was coded based on information in the state policy.

- **[2]**
  Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

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